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BOOK REVIEWS

Systematic Study in the Elementary Schools. By LIDA BELLE EARHART, Ph.D. New York: Teachers College, Columbia University, 1908. Pp. 90+9 Tables.

The century-old emphasis upon psychology as the guide in education is destined to yield sooner or later to some direction inherent in the current revival and reconstruction of logic. This study is a pioneer in its special field of analysis of teaching practice. It presents a more or less psychological account of the conditions and the emergence of logical dependence among pupils in the elementary school. At the same time it shows one source of the pedagogical waste of time and effort, and becomes a criticism of the logical aspects of textbooks in the hands of pupils. The first two chapters sketch inductive and deductive procedure; the next two present the textbook and the schoolroom processes of study; while the last two (with the nine tables), which are the most interesting part of the work, state the results obtained by several methods of observation as to what continues to be the typical school practice and what is possible with children from the fourth to the seventh grades. The experiment of training some of the pupils tested in systematic study in order to show its possibility in general stands in need of greater control before it can be expected to yield results that would be either more uniform or accepted as conclusive. The author happily recognizes the limitations in this study. But it is important to be shown anew the regrettable situation that teaching too frequently leaves pupils helpless, and to have the theory of study illuminated by facts more or less negative. The early doom of "soft pedagogy" is not heralded by the discovery that "teachers lack a clear conception of what proper study is" (p. 66). Reading this monograph should be helpful to every teacher; but the reader will find difficulty in following the text and the tables which are not most conveniently arranged for ease of reference.

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An Algebra for Secondary Schools. By E. R. HEDRICK, Professor of Mathematics in the University of Missouri. New York: American Book Co., 1908. Pp. x+421. \$1.00.

The number of good scholars turning their hand to the preparation of secondary texts in mathematics is rapidly increasing. Something more than a dozen secondary texts in algebra and geometry have appeared from the press during the summer and autumn just passed, all of which purport to be recognizing the spirit of the new movements for the improvement of the teaching of mathematics in high schools and academies. The volume before us makes the common claim. The author alleges that while "it meets the entrance requirements of American colleges and universities generally, this book is written essentially for those for whom the high-school course is to be the last." A point of not a little importance has been gained of late years in